



DIOCESE OF  
SHREWSBURY

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SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School: Christ the King Catholic Primary School  
Address: Allport Road  
Bromborough  
CH62 6AE

Tel No: 0151 334 4345

URN: 105081

Headteacher: Mr K Doogan

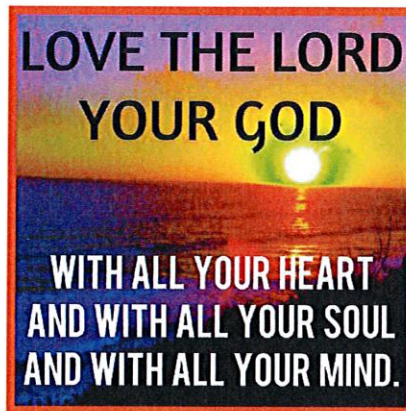
Chair of Governors: Mr B O'Connell

Date of Inspection: 11 June 2015

Inspectors: Mrs R Hedger  
Mrs A Kelly  
Mrs J Johnson

## Mission Statement

"Love the Lord your God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself." (Mt.22 38-40)



To kindle and develop positive attitudes towards all members of the school and its wider community, based on the examples given to us by Jesus Christ in the Gospels and to maintain a curriculum which will ensure all children will achieve their true potential, academically, spiritually and morally, through quality teaching, set in a loving and caring Catholic environment.

"So always treat others as you would like them to treat you." (Mt.7 V.12)



## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	0	60	57	60	63	56	60	60	416
Catholics on roll	n/a	37	47	54	54	44	56	50	342
Other Christian denomination	n/a	13	7	6	6	12	3	8	55
Other faith background	n/a	0	1	0	3	0	1	1	6
No stated religious affiliation	n/a	10	2	0	0	0	0	1	13
Number of learners from ethnic groups	n/a	1	5	4	6	7	1	8	18
<b>Total on SEN Register</b>	n/a	3	3	7	5	6	6	8	38
<b>Total with Statements of SEN</b>	n/a		1 (IPFA)				1 (IPFA)	1 (IPFA)	3
<b>FSM</b>	n/a	2	5	3	0	4	2	3	19

Exclusions in last academic year	Permanent	0	Fixed term	3
Index of multiple deprivation/PP	40			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the King, Bromborough	
St Luke the Physician	

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St John Plessington Catholic College	25
Upton Hall School	10
St Anselm's College	9

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week		2	2	2	2.5	2.5	2.5	2.5	16

STAFFING	
Full-time teachers	15
Part-time teachers	5
Total full-time equivalent	17.5
Support assistants	16
Percentage of Catholic teachers f.t.e.	80
How many teachers teach RE (P) f.t.e.	17
Number of teachers with CCRS or equivalent	12
Number of teachers currently undertaking CCRS	0

Published admission number	60
Number of classes	14
Average class size KS1	30
Average class size KS2	30

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2013/14	Current financial year 2014/15	Next financial year 2015/16
RE	£2,637	£3,492	£3000
English	£9,445	£1,114	£3000
Mathematics	£5,878	£7,203	£4000
Science	£463	£100	£300

## **OUTCOMES FOR PUPILS**

2

Self-esteem, self-respect, spiritual awareness and the self-confidence of each child is at the heart of Christ the King Catholic Primary School. The pupils have a good understanding of the school's Mission Statement and understand that religious belief and spiritual values are important for many people. The pupils are proud of their school and feel very safe. They said there was no bullying and "teachers don't send you away, they have time for you and are ready to listen to you".

There is a range of extra-curricular activities for the pupils and the newly formed Mini Vinnies group is popular. The recent "Afternoon Tea" event, organised for parents and parishioners by the Mini Vinnies and the Brass Band in order to raise money for the Macmillan Nurses, was a big success and has inspired the children to organise other similar events. Masses celebrated in church on Holy Days are complemented by the impressive school choir and musicians.

The teachers' assessments of pupils' progress and standards of attainment are measured in line with the Bishops' Conference documents. The school has developed its own baseline assessment to be used when pupils enter the Foundation Stage. Data from the school's assessments over time indicate that pupils make good progress overall. However, neither the progress nor the procedures are consistent across key stages or within some year groups. On discussion with the pupils on the day of the inspection, pupils were asked about the 'I Can' statements completed by the teacher and inserted into the pupils' books. Pupils were generally unsure and unclear about the purpose and significance of these statements. Pupils said they would value clearer information on their attainment, and guidance on what they need to do to improve. In the lessons observed by the inspectors, the children were keen to do well, worked at a good pace and talked confidently about their work.

The school has worked hard to improve the provision for Collective Worship. This has been extensively developed by the deeply committed RE subject leader. Pupils' responses to, and participation in, Collective Worship are now outstanding. Each class is provided with quality resources to reflect the liturgical seasons and pupils have been taught how to organise and lead worship both in class and in key stage assemblies. The inspectors saw pupils working together confidently and enthusiastically as they prepared a focus for worship. Since the introduction of Collective Worship boxes, the pupils themselves have added relevant and thoughtful artefacts. The Parish Priest often visits the school and was recently invited to a question and answer session lead by the pupils where he was interviewed on the subject of Pentecost. He was impressed by the high standard of the religious literacy of the pupils and the depth of their questioning.

## **LEADERS AND MANAGERS**

2

Leaders, governors and managers are deeply committed to the Church's mission in education and aim to provide a broad balanced Religious Education curriculum. The Religious Education link governor is a regular visitor to the school and has a good understanding of provision. Many of the governors are also parishioners, thus strengthening the parish links and nurturing the 'family' atmosphere, mentioned by many of the parents in their responses to the questionnaire.

Religious Education is seen as a core subject and is reported regularly to governors in the headteacher's reports. However, end of year levels of attainment are not as yet included in these reports. The school has effective systems in place for monitoring the teaching and learning in Religious Education. Since the last inspection, the school has developed the system for monitoring assessment data, which now includes staff meetings for the moderation of levels. The next step is to ensure greater consistency and rigour throughout the school by developing the system in a more coherent format, which will enable the use of the data to inform teaching. Included in this should be a review of the way the 'I Can' statements can be used to support, inform and encourage pupils' understanding of their learning and areas for development.

Since the last inspection school leaders have worked hard to improve the provision for Collective Worship and pupils have a much clearer understanding of both liturgy and worship. In order to develop further the school should consider encouraging the pupils to look critically at the resources available in the light of the liturgical season and begin to discuss with them their selections and reasons for their decisions.

The school has identified the 'Creative Curriculum' and 'Philosophy for Children' as areas for development for next year and is currently planning for the appropriate training and resources to be in place to ensure quality provision.

## **PROVISION**

2

Teaching observed by the inspectors was effective in enabling pupils to make good progress as learners. Teachers are aware of their pupils' abilities and have a strong subject knowledge which challenges most pupils and contributes to their good progress. The next step is to provide detailed feedback to pupils, both orally and through marking, to challenge them and develop their skills as independent learners. Lessons made effective use of time and all had good pace, but differentiation was often limited to outcome and there was limited challenge for the more able. Inspectors saw a range of teaching styles and activities including interesting use of iPads.

The use of questioning to develop pupils' ideas was generally good with some outstanding features. However, in some instances, there was an over-reliance on closed or limiting questions.

The school regularly celebrates the achievement and effort of pupils' in weekly assemblies.

The quality of Collective Worship provided by the school is outstanding. Each classroom has a focal point for a display relating to the current topic. These are all well-presented and many include the pupils' own work. In the Foundation Stage there is a corner in the garden which has been developed into a peaceful 'prayer corner' and celebrates God's creation. Pupils value this as a special place.

From discussion with pupils it was clear they enjoy and respond to the responsibility of planning and leading Collective Worship and prayer, and value the opportunities provided. They are aware of the importance of prayer and that there are different ways to pray, such as singing, quiet prayer, meditation, praying together in class, as well as their own private prayers. They understand that prayer is important in our relationship with God and how Jesus taught us to pray. The school has successfully introduced The Angelus into the school day.

Pupils learn about other faiths and cultures, including Judaism and Islam. Parents and families from other faiths are welcomed into the school to talk about their faith and beliefs.

Parents are informed about their child's Religious Education curriculum using the school's website and attainment is reported in the end of year report.

The returned questionnaires indicate that parents are very supportive of the school. One parent praised the way the school had helped her child, "his life is completely changed around, he is much happier now. This is down to the discipline and respect pupils are taught to have for one another through Catholic values."

## **OVERALL EFFECTIVENESS**

2

Christ the King is a good Catholic Primary School with some outstanding features. The school is committed to providing a high quality Catholic education that enables pupils to achieve a feeling of self-worth and identity. The welcoming environment and care given to displaying the work of pupils demonstrates that pupils are valued and their efforts acknowledged.

The governors and staff are committed to the Catholic mission of the school and excellent relationships exist between staff, pupils, parents and the wider community of the parish.

The school's capacity for sustained improvement is good.

### **What the school could do to improve further**

- Develop a whole school policy for the Monitoring and Assessment of Religious Education, in order to develop consistency of assessment throughout the school in a coherent format, which will inform planning, especially for more able pupils.
- Develop the use of the 'I Can' statements to enable pupil involvement in the assessment and development process.
- Further develop the use of the Collective Worship boxes to encourage more thoughtful and informed selection and use of the resources and artefacts.

## Parent Questionnaires

Given out - 416

Returned - 113

	please tick	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	80	27	5	1	
2	I am happy with the values and attitudes that the school teaches	76	35			2
3	I am made to feel welcome in school	72	38			3
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	46	45	8	1	13
5	The school gives me a clear understanding of what is taught in Religious Education	45	46	14	5	3
6	The school enables my child/ren to achieve a good standard of work in Religious Education	59	38		1	15
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	42	43	15	3	10

## Pupil Questionnaires (Year 2)

- 53 completed

		Yes	Sometimes	No
1	I like being at this school.	52	1	
2	I learn new things in R E lessons.	50	3	
3	I enjoy learning about Jesus and how to live as His friend.	51	2	
4	I have to work hard.	47	6	
5	My teacher helps me when I get stuck so I can make my work better.	50	3	
6	My teacher listens to me.	53		
7	If I am unhappy there is always an adult I can talk to.	46	7	
8	I get praise when I do my best.	49	4	
9	Other children are kind and behave well	33	20	
10	I am happy on the playground.	43	10	
11	I am allowed to help in class and around school.	52	1	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	50	3	

## Pupil Questionnaires (Year 6)

- 56 completed

		Yes	Sometimes	No
1	Do you like being at this school?	26	29	1
2	Do you find out new things in Religious Education lessons?	30	26	
3	Are your Religious Education lessons interesting ?	6	47	3
4	Do you get help when you are stuck?	45	11	
5	Do you have to work hard?	40	16	
6	Do teachers show you how to make your work better?	46	10	
7	Do other children behave well?	3	46	7
8	Are teachers fair to you?	27	29	
9	Do teachers listen to your ideas?	33	23	
10	Are you given responsibility?	22	30	4
11	Do you enjoy your times of prayer together?	30	23	3